

The Curriculum Map for Project CLIMB’s legal interpreting facilitator/mentor training is below. The Curriculum Map serves as a printable “at-a-glance” reference guide that participants can use to see the overall flow for Project CLIMB’s facilitator/mentor training. All specifics (including dates) will be inside Canvas. *Please read everything in the Curriculum Map carefully.*

Curriculum Map for: Project CLIMB Legal Interpreting Facilitator/Mentor Training

Project Purpose: Upon completion of the Project CLIMB legal interpreting facilitator/mentor training topics listed below, participants will have acquired the competencies required to facilitate Project CLIMB’s novice legal interpreter participants through an online curriculum designed to prepare ASL/English interpreters for work in the legal specialty.

Legal Interpreting Facilitator/Mentor Domains:

1. D1- Develop the mentor’s skillset to empower mentees to discover their own latent abilities.
2. D2- Utilize positive behavior framework to promote growth potential in mentors and mentees
3. D3- Apply theories and supporting frameworks for discussing the findings using an eclectic mentee-centered approach.
4. D4- Ability to recognize the contributions and the impact of cross-cultural mentoring

Key used to indicate when a domain is introduced, applied, or reviewed: i-introduced, a-applied, r-reviewed

GC = Generalist Competency; D = Legal Interpreting Facilitator/Mentor Domains (eg, D1= Legal Interpreting Facilitator/Mentor Domain 1, D2= Legal Interpreting Facilitator/Mentor Domain 2, etc.)

Module Name	Module Description & Objectives	Referenced Materials	Assessments/Activities
Module 1: Adult Learning Principles (GCi, D1i, D2i, D3i/a)	This is the first in a series of facilitator training modules designed to prepare you for the work we hope you will begin doing in your local communities. This module will cover the core principles of how learning works from the book, Make It Stick. The learned principles will be used as a foundation moving forward for how we facilitate learning together.	Make it Stick: The Science of Successful Learning (Brown, Roediger, & McDaniel, 2014) Zachary, L. J. (2012). The Mentor’s Guide: Facilitating Effective Learning	<ul style="list-style-type: none"> ● Discussion – What do you already know about adult learning? ● Discussion – Making it Stick ● Module Post-Test

	<p>Objectives:</p> <ul style="list-style-type: none"> ● Identify core principles of how learning works from the book, <i>Make It Stick</i> ● Define key terms related to the science of successful learning: <ul style="list-style-type: none"> ○ retrieval practice ○ desirable difficulty ○ growth mindset ○ spaced practice ○ interleaved practice ○ illusion of mastery ○ massed practice ○ varied practice ● Discuss the value of a growth mindset when working with novice legal interpreters. 	<p>Relationships, 2nd ed. John Wiley & Sons, Inc.</p>	
<p>Mentor Module 2: Demand Control Schema (GCi, D1i/a, D2i/a, D3i/a, D4i/a)</p>	<p>This is the second in a series of mentor training modules designed to prepare you for the work you are doing in your local communities. This module will cover the Demand Control Schema (DC-S) and allow participants an opportunity to practice applying the principles of DC-S to their work. In this module, we provide a review of the components of DC-S, along with suggestions on how to apply the schema to your work with novice interpreters.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Describe the four types of 	<p>Dean, R. K., & Pollard, R. Q. (2013). <i>The demand control schema: Interpreting as a practice profession</i>. CreateSpace Independent Publishing: North Charleston, SC.</p> <p>Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A.,</p>	<ul style="list-style-type: none"> ● Discussion – What do you already know about DC-S? ● Knowledge Check ● Discussion – Identifying Demands and Controls ● Discussion – Application to Mentoring ● Module Post-Test

	<p>demands from the Demand Control-Schema</p> <ul style="list-style-type: none"> ● Provide examples of the four types of demands from the Demand Control-Schema ● Describe the three types of controls from the Demand Control-Schema ● Write a legal scenario that contains four types of demands ● Reflect on how they will apply DC-S to their work with novice interpreters 	<p>Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. <i>American psychologist</i>, 62(4), 271.</p>	
<p>Mentor Module 3: Role Space (GCi, D1i/a, D2i/a, D3i/a, D4i/a)</p>	<p>This is the third in a series of mentor training modules designed to prepare you for the work you are doing in your local communities. This module will cover the Role-Space Model, another framework that you can use to discuss ethical decision-making that allows us to analyze how the interpreter functions during an assignment. The Role-Space Model, created by Peter Llewellyn-Jones and Robert G. Lee, encourages us to reconceptualize how we discuss the role of the interpreter and challenges the idea of interpreters “stepping out of role”.</p>	<p>Llewellyn-Jones, P. & Lee, R. G. (2014). <i>Redefining the role of the community interpreter: The concept of role-space</i>. SLI Press: Carlton-le-Moorland.</p>	<ul style="list-style-type: none"> ● Discussion – Legal Interpreting Thought Question ● Discussion – Case Analysis ● Discussion – Decision Making ● Discussion – Legal Case ● Module Post-Test

	<p>Objectives:</p> <ul style="list-style-type: none"> ● Reflect on their own view of the interpreter’s role ● Discuss interpreting through the framework provided by the Role-Space Model ● Identify where an interpreter’s actions fall on the three axes of the Role-Space Model ● Apply the Role-Space Model to discussions about the work of interpreting when engaging with novice legal interpreters. 		
<p>Mentor Module 4: Integrated Model of Interpreting (GCi, D1i/a, D2i/a, D3a/r, D4a/r)</p>	<p>This is the fourth in a series of mentor training modules designed to prepare you for the work you are doing in your local communities. This module will cover the Integrated Model of Interpreting (IMI) developed by Betty Colonomos. This module introduces the IMI and is the model that Project CLIMB has used to discuss the process and product of interpreting work with novice legal interpreters. IMI describes the process of interpreting and can be useful in helping us think about each step we go through when we create an interpretation. Elements of this model will continue to appear and be expanded upon in the remaining mentor modules</p> <p>Objectives:</p>	<p>Colonomos, B. (1989 and 2016). The Integrated Model of Interpreting. The Bilingual Mediation Center, Inc.: College Park, MD.</p> <p>Seleskovitch, D (1978). Interpreting for International Conferences. Penn and Booth, Washington, DC</p> <p>Vygotsky, L. S. (1980). Mind in society: The development of higher psychological processes. Harvard</p>	<ul style="list-style-type: none"> ● Discussion – IMI Thought Question ● IMI Knowledge Check ● Discussion – Journey with IMI ● Discussion – Reflection on IMI ● Module Post-Test

	<ul style="list-style-type: none"> ● Reflect on the invisible mental process of interpreting work that takes place in order to produce an interpreted message ● Analyze the components that make up the Integrated Model of Interpreting ● Discuss the process and product of interpreting work using the Integrated Model of Interpreting 	<p>university press.</p> <p>Wattman, J. (2019). Interpreting for deaf people with dysfluent language in forensic settings: Application of the Integrated Model of Interpreting. In N. Glickman & W. Hall (Eds.), Language Deprivation and Deaf Mental Health. New York City: Routledge.</p>	
<p>Mentor Module 5: Growth Mindset (GCi, D1i/a, D2a/r, D3a/r, D4a/r)</p>	<p>This is the fifth in a series of mentor training modules designed to prepare you for the work you will be doing in your local communities. This module focuses on fostering a growth mindset in project participants and looks at the impact being from a marginalized community may have on the development of one’s mindset.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Define a Growth Mindset—what it means, how it contributes to critical thinking, and ways in which mentors can foster the acquisition of a growth mindset among learners. ● Discuss how pervasive cultural, racial, and linguistic stereotypes impact marginalized groups and 	<p>Fairchild, G. (2009). Racial segregation in the public schools and adult labor market outcomes: The case of Black Americans. Small Business Economics, 33(4), 467- 484. doi:10.1007/s11187-009-9202-x.</p> <p>Lohfink, M. M. (2005). Comparing the determinants of persistence for first-generation and continuing-generation students. Journal of College Student</p>	<ul style="list-style-type: none"> ● Discussion – Reflecting on Your Own Journey ● Knowledge Check ● Discussion – Mindset and Marginalization ● Module Post-Test

	<p>create a threatening environment that can affect growth potential.</p> <ul style="list-style-type: none"> ● Identify strategies that can be employed by mentors to foster a growth mindset and to reduce or eliminate threats to growth potential. ● Collaborate with other mentors to analyze an intellectual dilemma involving pervasive negative stereotypes, evaluate the impact on the mentoring relationship, and discuss mentoring strategies within a learning community. 	<p>Development, 46(4), 409-428.</p> <p>Registry of Interpreters for the Deaf. (2014). 2013 Annual report of the Registry of Interpreters for the Deaf. Retrieved from https://drive.google.com/folderview?id=0B3DKvZMfIFLdNGpkTC1fNXRUQzg&usp=sharing.</p> <p>Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American College Students. <i>Journal of Negro Education</i>, 69(1/2), 60-73.</p> <p>Walpole, M. (2008). Emerging from the pipeline: African</p>	
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		<p>American students, socioeconomic status, and college experiences and outcomes. Research in Higher Education 49, 237-255. doi:10.1007/s11162-007-9079-y.</p> <p>West-Oyedele, E. (2015). Persistence of African-American/Black signed language interpreters in the United States: The importance of culture and capital. Western Oregon University Master's Thesis.</p> <p>Williamson, A. (2015). Heritage learner to professional interpreter: Who are deaf-parented interpreters and how do they achieve professional status? Western Oregon</p>	
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		University Master's Thesis.	
Mentor Module 6: Scaffolding and Discussion Techniques (GCi, D1i/a, D2ia/r, D3a/r, D4a/r)	<p>This is the sixth in a series of mentor training modules designed to prepare you for the work you will be doing in your local communities. This module focuses on scaffolding and discussion techniques within the mentoring relationship to support the novice legal interpreter's development of knowledge and skill in the legal setting.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Define mentoring in their own words. ● identify, list, and describe four core mentoring skills. ● assess mentoring competencies. ● list, identify and describe discussion techniques used in mentoring sessions. ● develop and enhance their own discussion techniques. ● identify affective and performance scaffolding techniques used in the mentoring process. 	<p>Colonomos, B. (2001, 2013). Evaluative and non-evaluative language. The Bicultural Mediation Center: College Park, MD</p> <p>Colonomos, B., & Decker, K. (2018). Mastery in mentoring: Lifelong learning. RID Views. 35(2). pp. 32-35.</p> <p>Colonomos, B. & Moccia, L. (2013). Process mediation as mentoring. In Mentorship in sign language interpreting, Winston, B. & Lee, R. G. (Eds.). RID Press: Alexandria, VA.</p> <p>Dean, R. K., & Pollard, R. Q. (2013). The demand control schema: Interpreting</p>	<ul style="list-style-type: none"> ● Module Pre-Test ● Mentoring Thought Question ● Discussion - Applying What You've Learned: Video Analysis #1 ● Discussion – Applying What You've Learned: Video Analysis #2 ● Module Post-Test

		<p>as a practice profession. CreateSpace Independent Publishing: North Charleston, SC.</p> <p>Gordon, P. & Magler, M. (2007). The mentor's companion: A practical guide to mentoring. RID Press: Alexandria, VA.</p> <p>Parsloe, E. (2010) The Oxford School of Coaching & Mentoring.</p> <p>Phillips-Jones, L. (2003). The Mentoring Coordinator's Guide. Coalition of Counseling Centers.</p>	
<p>Mentor Module 7: Facilitating a Community of Learning (GCa, D1a/r, D2ia/r, D3a/r, D4a/r)</p>	<p>This is the seventh in a series of mentor training modules designed to prepare you for the work you will be doing as a facilitator in training for Project CLIMB. This module builds on the discussion techniques learned in Mentor Module 6 to allow you to identify strategies for</p>	<p>Berge, Z.L. (1995). Facilitating Computer Conferencing: Recommendations From the Field. Educational</p>	<ul style="list-style-type: none"> ● Discussion – Your Experience with a Community of Learners ● Discussion – Core Tasks ● Discussion – Analysis of a Synchronous Discussion

	<p>facilitating a community of learning in face-to-face, synchronous, and online, asynchronous settings.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Identify the purpose of a community of learning ● Discuss the role of dialogue and reflective practice in a community of learning ● Identify strategies for facilitating a community of learning in face to face, synchronous, and online, asynchronous settings ● Examine prior experiences as members of a community of learning and apply those experiences toward the Project CLIMB communities of learning you are facilitating. 	<p>Technology. 35(1) 22-30. Rohfeld, R. W. & Hiemstra, R. (1995). Moderating discussions in the electronic classroom. Computer-mediated communication and the online classroom. v. 3, pp. 91-104.</p> <p>Pohlmann, T., & Thomas, N. M. (2015). Relearning the art of asking questions. Harvard Business Review.</p>	<ul style="list-style-type: none"> ● Discussion - Analysis of Asynchronous Discussions ● Discussion – Practice with Asking Questions ● Discussion – Perspectives from Deaf People of Color ● Putting it All Together ● Module Post-Test
<p>Mentor Module 8: Mentoring Conversations in Practice (GCa, D1a/r, D2ia/r, D3a/r, D4a/r)</p>	<p>We recognize that people are coming to this work from different points of entry, meaning, and significance. All of which are valuable. The goal of this module is to create experiential practice drawing on strengths-based lived experiences. With this deliberate practice, facilitators will benefit from this dialogic approach to the work by engaging in an active listening exercise both as the mentor and mentee.</p>	<p>Bilingual Mediation Center (2019) https://www.visitbmc.com/ (Links to an external site.)</p> <p>Colonomos, B., & Decker, K. (2018). Mastery in mentoring: Lifelong learning. RID</p>	<ul style="list-style-type: none"> ● Module Quiz: Mentoring Thought Question ● Mentoring Conversations ● Discussion – Mentoring Activity Reflection ● Module Quiz: Reflective Questions

	<p>Objectives:</p> <ul style="list-style-type: none"> ● practice engaging in peer mentoring conversations with at least two colleagues ● employ non-evaluative language during a peer-mentoring session ● examine their ability to actively listen as participants in peer-mentoring sessions. ● identify types of questions observed in a model mentoring conversation. 	<p>Views. 35(2). pp. 32-35.</p> <p>Colonomos, B. & Moccia, L. (2013). Process mediation as mentoring. In Mentorship in sign language interpreting, Winston, B. & Lee, R. G. (Eds.). RID Press: Alexandria, VA.</p> <p>L.S. Vygotsky (Author), Michael Cole (Editor), Vera John-Steiner (Editor), Sylvia Scribner (Editor), Ellen Souberman (Editor). (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, Mass: Harvard University Press; 14th edition</p>	
<p>Mentor Module 9: IMI Data Analysis (GCa, D1i/r, D2i/r, D3a/r, D4a/r)</p>	<p>This module is designed to create experiential practice drawing on strengths-based lived experiences. Through deliberate practice, facilitators will benefit from this dialogic approach to</p>	<p>Bilingual Mediation Center (2019) https://www.visitbmc.com/ (Links to an external site.)</p>	<ul style="list-style-type: none"> ● Module Quiz: Thought Question ● Discussion: Practice with IMI

	<p>the work via a data analysis that utilizes the framework of the Integrated Model of Interpreting. This module will include a synchronous video meeting, date and time to be announced. This meeting will be highly interactive, and participant-focused, utilizing the tools from the IMI.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● synthesize understanding of models of interpreting ● explain how worldview affects the perception of a source message ● use technical terms related to the Integrated Model of Interpreting ● apply the use of non-judgmental, non-evaluative language when engaging in dialogue ● demonstrate an understanding of speaker goals, main point, and affect type in a given text ● distinguish differences between person and lexical affect. 	<p>Colonomos, B., & Decker, K. (2018). Mastery in mentoring: Lifelong learning. RID Views. 35(2). pp. 32-35.</p> <p>Colonomos, B. & Moccia, L. (2013). Process mediation as mentoring. In Mentorship in sign language interpreting, Winston, B. & Lee, R. G. (Eds.). RID Press: Alexandria, VA.</p> <p>Gonzalez, D., Vasquez, V., Mikkelsen, H. (1991) Fundamentals of Court Interpretation: theory, policy, and practice. Carolina Academic Press: Durham. NC</p> <p>NCIEC Deaf Interpreter Curriculum (2016) http://www.diinstitute.org/learning-center/d</p>	<ul style="list-style-type: none"> ● Heart of IMI Synchronous Video Meeting ● Further Practice with IMI ● Module Quiz: Reflective Question
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<p>Mentor Module 10: Activities, Resources, and Wrapping Up (GCa/r, D1r, D2r, D3r, D4a/r)</p>	<p>This is the final module in a series of modules designed to provide tools to facilitators and mentors working with novice legal interpreters. In this module participants review concepts previously covered and take a closer look at how each of the frameworks provided can be an asset in the mentoring relationship. This module also includes practical tools for facilitators and mentors working with novice legal interpreters to promote deep learning through the utilization of specific activates and resources designed with the novice legal interpreter and legal interpreting mentor in mind.</p> <p>Objectives: Apply DC-S, Role-Space, and the Integrated Model of Interpreting to different aspects of the mentoring relationship during the facilitation of Project CLIMB legal modules.</p> <ul style="list-style-type: none"> ● Incorporate knowledge of adult learning principles and mentoring and facilitation strategies into the work of facilitating the Project CLIMB curriculum. ● Engage with all novice legal interpreters using a culturally responsive approach to facilitation 	<p>Berge, Z.L. (1995). Facilitating Computer Conferencing: Recommendations From the Field. Educational Technology. 35(1) 22-30.</p> <p>Brown, P. C., McDaniel, M. A., & Roediger, H. L. (2014). Make it stick: the science of successful learning. Cambridge, MA: The Belknap Press of Harvard University Press.</p> <p>Colonomos, B. (1989 and 2016). The Integrated Model of Interpreting. The Bilingual Mediation Center, Inc.: College Park, MD.</p> <p>Colonomos, B. (2001, 2013). Evaluative and</p>	<ul style="list-style-type: none"> ● Module Quiz: Pre-Test ● Discussion: Reflecting on Your Course Experience ● Discussion – The Learning Pit in Practice ● Explore the Mentoring Toolkit for Legal Interpreters ● Reflecting on Facilitators as Role Models ● Module Quiz: Post-Test

	<p>and mentoring.</p> <ul style="list-style-type: none"> Identify a variety of strategies and resources for use in conducting mentoring sessions with practitioners aspiring to work in legal settings. 	<p>non-evaluative language. The Bicultural Mediation Center: College Park, MD</p> <p>Dean, R. K., & Pollard, R. Q. (2013). The demand control schema: Interpreting as a practice profession.</p> <p>CreateSpace Independent Publishing: North Charleston, SC.</p> <p>Gibbs Reflective Cycle: https://www.toolshero.com/management/gibbs-reflective-cycle-graham-gibbs/</p> <p>Llewellyn-Jones, P. & Lee, R. G. (2014). Redefining the role of the community interpreter: The concept of role-space. SLI Press: Carlton-le-Moorland.</p>	
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		<p>NCIEC Mentoring Toolkit: http://www.interprete-reducation.org/aspirin-g-interpreter/mentors-hip/mentoring-toolkit/</p> <p>Nottingham, J. (2014). Retrieved at http://thequohaslostitsstatus.weebly.com/uploads/5/4/2/3/54231535/the_learning_pit.pdf</p> <p>Project CLIMB Mentoring Toolkit for Legal Interpreters: https://www.unco.edu/project-climb/resources-for-legal-interpretin-g/mentoring-toolkit/</p> <p>Rohfeld, R. W. & Hiemstra, R. (1995). Moderating discussions in the electronic classroom.</p> <p>Computer-mediated communication and the online classroom. v. 3, pp. 91-104.</p>	
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